

CONSOLIDATED STATE PERFORMANCE REPORT: Parts I and II

**for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended by the
No Child Left Behind Act of 2001**

For reporting on
School Year 2004-2005



**PART I DUE MARCH 6, 2006
PART II DUE APRIL 14, 2006**

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON DC 20202**

INTRODUCTION

Sections 9302 and 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB) provide to States the option of applying for and reporting on multiple ESEA programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report is also intended to have the important purpose of encouraging the integration of State, local, and ESEA programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies -- State, local, and federal -- is a more coherent, well-integrated educational plan that will result in improved teaching and learning.

The Consolidated State Application and Report includes the following ESEA programs:

- o Title I, Part A - *Improving Basic Programs Operated by Local Educational Agencies*
- o Title I, Part B, Subpart 3 - *William F. Goodling Even Start Family Literacy Programs*
- o Title I, Part C - *Education of Migratory Children*
- o Title I, Part D - *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- o Title I, Part F - *Comprehensive School Reform*
- o Title II, Part A - *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- o Title II, Part D - *Enhancing Education through Technology*
- o Title III, Part A - *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- o Title IV, Part A, Subpart 1 - *Safe and Drug-Free Schools and Communities State Grants*
- o Title IV, Part A, Subpart 2 - *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- o Title IV, Part B - *21st Century Community Learning Centers*
- o Title V, Part A - *Innovative Programs*
- o Title VI, Section 6111 - *Grants for State Assessments and Related Activities*
- o Title VI, Part B - *Rural Education Achievement Program*

The NCLB Consolidated State Performance Report for the 2004-2005 school year consists of two information collections. Part I of this report is due to the Department by March 6, 2006 . Part II is due to the Department by April 14, 2006.

PART I

Part I of the Consolidated State Report, which States must submit to the Department by **March 6, 2006** , requests information related to the five ESEA Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in section 1111(h)(4) of ESEA. The five ESEA Goals established in the June 2002 Consolidated State Application are as follows:

- o **Performance goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- o **Performance goal 2** : All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- o **Performance goal 3** : By 2004-2005, all students will be taught by highly qualified teachers.
- o **Performance goal 4** : All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- o **Performance Goal 5** : All students will graduate from high school.

PART II

Part II of the Consolidated State Performance Report consists of information related to State activities and outcomes of specific ESEA programs for the 2004-2005 school year. Part II of the Consolidated State Performance Report is due to the Department by **April 14, 2006**. The information requested in Part II of the Consolidated State Performance Report for the 2004-2005 school year necessarily varies from program to program. However, for all programs, the specific information requested for this report meets the following criteria.

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations.
3. The information will provide valid evidence of program outcomes or results.
4. The Consolidated State Performance Report is the best vehicle for collection of the data.

The Department is continuing to work with the Performance-Based Data Management Initiative (PBDMI) to streamline data collections for the 2004-2005 school year and beyond.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2004-2005 school year must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **March 6, 2006**. Part II of the Report is due to the Department by **April 14, 2006**. Both Part I and Part II should reflect data from the 2004-2005 school year, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "2004-2005 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the 2004-2005 CSPR will be found on the main CSPR page of the EDEN website (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336).

OMB Number: 1810-0614
Expiration Date: 07/31/2006

Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended by the
No Child Left Behind Act of 2001

Check the one that indicates the report you are submitting:
 Part I, 2004-2005 Part II, 2004-2005

Name of State Educational Agency (SEA) Submitting This Report:
Montana Office of Public Instruction

Address:
PO Box 202501
Helena, MT 59620-2501

Person to contact about this report:

Name: Nancy Coopersmith
Telephone: (406) 444-5541
Fax: (406) 444-1373
e-mail: ncoopersmith@mt.gov

Name of Authorizing State Official: (Print or Type): State Superintendent Linda McCulloch

Signature

4/14/2006 6:34 PM EST

Date

CONSOLIDATED STATE PERFORMANCE REPORT: PART II

For reporting on
School Year 2004-2005



PART II DUE APRIL 14, 2006

2.1 IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES (TITLE I, PART A)

2.1.1 Student Achievement and High-Poverty Schools

2.1.1.1 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **reading/language arts** as measured by State assessments administered in the 2004-2005 school year as compared to assessments administered in the 2003-2004 school year. 213

2.1.1.2 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **mathematics** as measured by State assessments administered in the 2004-2005 school year as compared to assessments administered in the 2003-2004 school year. 190

2.1.2 Title I, Part A Schools by Type of Program For the 2004-2005 school year, please provide the following:

2.1.2.1 Total Number of Title I schools in the State 669

2.1.2.2 Total Number of Title I Targeted Assistance Schools in the State 513

2.1.2.3 Total Number of Title I Schoolwide Program Schools in the State 156

2.1.3 Title I, Part A Student Participation**Student Participation in Title I, Part A by Special Services/Programs and Racial/Ethnic Groups**

In the following tables, please provide the *unduplicated* number of children participating in Title I, Part A in the State by special services/programs and racial/ethnic groups during the 2004-2005 school year. Count a child only once (*unduplicated* count) in each category even if the child participated during more than one term or in more than one school or district in the State during the reporting period. Include students in both Title I schoolwide and targeted assistance programs.

2.1.3.1.1 Student Participation in Title I, A by Special Services or Programs 2004-2005 School Year

	Number of Students Served
Students with Disabilities	5198
Limited English Proficient	3558
Homeless	283
Migrant	92

2.1.3.1.2 Student Participation in Title I, A by Racial or Ethnic Group 2004-2005 School Year

	Number of Students Served
American Indian/Alaskan Native	11831
Asian/Pacific Islander	285
Black, non-Hispanic	412
Hispanic	1209
White, non-Hispanic	28201

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

2.1.3.2 Student Participation in Title I, Part A by Grade Level

Title I, Part A student participation counts by grade and by public, private and local neglected should be reported as *unduplicated* counts. Please enter the number of participants by grade in Title I public targeted assistance programs (TAS), Title I schoolwide *programs* (SWP), private school students participating in Title I programs, and students served in Part A local neglected programs during the 2004-2005 school year.

Student Participation in Title I, Part A by Grade Level 2004-2005 School Year						
	Public TAS	Public SWP	Private	Local Neglected	Total	Percent of Total
Age 0-2						
Age 3-5	2	282	0	132	416	1.0
K	863	2890	19	4	3776	8.8
1	1498	2846	62	20	4426	10.3
2	1432	2741	75	29	4277	10.0
3	1363	2724	71	16	4174	9.8
4	1309	2564	50	31	3954	9.2
5	1207	2676	29	3	3915	9.2
6	1265	1980	59	19	3323	7.8
7	1469	1702	22	4	3197	7.5
8	1409	1678	17	5	3109	7.3
9	1907	1030	11	30	2978	7.0
10	1301	906	10	21	2238	5.2
11	814	822	7	13	1656	3.9
12	536	721	3	5	1265	3.0
Ungraded	21	40	0	0	61	0.1
TOTALS	16396	25602	435	332	42765	100.0

2.1.3.3 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services - 2004-2005 School Year

In the following chart, please provide the number of students receiving instructional and support services funded by Title I, A in targeted assistance (TAS) programs during the 2004-2005 school year.

Instructional Services	
	Number of Students Served
Mathematics	9015
Reading/Language Arts	12325
Science	1027
Social Studies	1018
Vocational/Career	
Other (specify)	826
Support Services	
Health, Dental, and Eye Care	270
Supporting Guidance/Advocacy	1042
Other (specify)	54

2.1.4 Staff Information for Title I, Part A Targeted Assistance Programs - 2004-2005 School Year

In the following chart, please provide the number of full-time equivalent (FTE) staff funded through Title I, A targeted assistance (TAS) programs during the 2004-2005 school year by job category. For administrators and supervisors who service both targeted assistance and schoolwide programs, report the FTE attributable to their TAS duties only.

	Number of Title I Targeted Assistance Program FTE Staff
Administrators (non-clerical)	14
Teachers	526
Teacher Aides	287
Support Staff (clerical and non-clerical)	18
Other (specify)	54

2.2 WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS (TITLE I, PART B, SUBPART 3)**2.2.1 Subgrants and Even Start Program Participants**

For the 2004-2005 school year, please provide the following information:

2.2.1.1 Federally Funded Even Start Subgrants in the State

1. Number of federally funded Even Start subgrants in the State 8

2.2.1.2 Even Start Families Participating During the Year

("Participating" means participating in all required core services and following any period of preparation.)

1. Total number of families participating	<u>199</u>
2. Total number of adults participating ("Adults" includes teen parents.)	<u>209</u>
3. Total number of adults participating who are limited English proficient	<u>8</u>
4. Total number of children participating	<u>312</u>

2.2.1.3 Characteristics of newly enrolled families at the time of enrollment

(A newly enrolled family means a family who is enrolled for the first time in Even Start at any time during the year.)

1. Number of newly enrolled families	<u>99</u>
2. Number of newly enrolled adult participants	<u>99</u>
3. Percent of newly enrolled families at or below the Federal poverty level	<u>100.0</u>
4. Percent of newly enrolled adult participants without a high school diploma or GED	<u>100.0</u>
5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade	<u>39.0</u>

2.2.1.4 Percent of families that have remained in the program

(Include families that are newly enrolled and those that are continuing.)

1. From 0 to 3 months	<u>30.0</u>
2. From 4 to 6 months	<u>22.0</u>
3. From 7 to 12 months	<u>26.0</u>
4. More than 12 months	<u>22.0</u>

2.2.2 Federal Even Start Performance Indicators

Using the format of the table below, describe the State's progress in meeting the federal performance indicators listed for Even Start participants in your State. States should report data if local projects are using the indicated measures and the state collects the data.

Indicator	Measure Measurement tool used to assess progress for indicator	Cohort Number of participants to whom the indicator applies	Result Number of participants who met the achievement goal	Explanation of Progress
1. Percentage if adults showing significant learning gains on measures of reading	TABE:	TABE: 123.0	TABE: 60.0	TABE: 48%
	CASAS:	CASAS: 0.0	CASAS: 0.0	CASAS: 0%
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE:	TABE: 8.0	TABE: 7.0	TABE: BEST 88%
	CASAS: BEST	CASAS: 23.0	CASAS: 9.0	CASAS: 39%
3. Percentage of school age adults who earn a high school diploma or GED	Diploma *Please Indicate diploma or GED	Diploma *Please Indicate diploma or GED	Diploma *Please Indicate diploma or GED	Diploma *Please Indicate diploma or GED
	GED *Please Indicate diploma or GED	GED *Please Indicate diploma or GED	GED *Please Indicate diploma or GED	GED *Please Indicate diploma or GED
4. Percentage of non-school age adults who earn a high school diploma or GED	GED *Please Indicate diploma or GED	GED *Please Indicate diploma or GED	GED *Please Indicate diploma or GED	GED *Please Indicate diploma or GED
5. Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive: PPVT III was not implemented until 2005-06.
6. The average number of letters children can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask PAL was not implemented until 2005-06.
7. Percentage of school-aged children who are reading on grade level		61.0	27.0	44%
	Please indicate source. various	Please indicate source. various	Please indicate source. various	Please indicate source. various
8. Percentage of parents who show improvement on	Parent Education Profile (PEP)	Parent Education Profile (PEP)	Parent Education Profile (PEP)	Parent Education Profile (PEP) This assessment instrument

measures of parental support for children's learning in the home, school environment, and through interactive learning activities				was not implemented until 2005-06. N/A
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2.3 EDUCATION OF MIGRATORY CHILDREN (TITLE I, PART C)

Please complete the following tables for the Title I, Part C, Migrant Education Program.

General Data Reporting Information

1. The tables in this section contain annual performance report requirements for the **Title I, Part C, Migrant Education Program (MEP) for reporting year 2004-2005**.
2. Instructions for each table are provided just before the table.

Table 2.3.1.1 Population Data

Instructions: Table 2.3.1.1 (on the next page) requires you to report the statewide unduplicated number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count). Include children who changed ages (e.g., from 2 years to 3 years of age) or grades during the 2004-2005 reporting period in only the higher age/grade cell. For example, a child who turns three during the reporting year would only be counted in the Ages 3 - 5 cell. In all cases, the Total is the sum of the cells in a row.

2.3.1.1 Population Data

		Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
1. ELIGIBLE MIGRANT CHILDREN																			
1.	All Migrant Children Eligible for the MEP	111	109	60	102	87	91	90	102	112	120	97	100	89	70	98	2	19	1459
2. PRIORITY FOR SERVICES																			
1.	All Migrant Children Eligible for MEP classified as having "Priority for Services"		98	40	72	73	70	72	81	86	96	77	85	73	52	67	2	13	1057
3. LIMITED ENGLISH PROFICIENT (LEP)																			
1.	Migrant Children who are LEP		90	48	74	66	62	69	65	73	23	24	30	15	26	11	0	6	777
4. CHILDREN ENROLLED IN SPECIAL EDUCATION																			
1.	Migrant Children Enrolled in Special Education	0	2	1	0	0	0	1	3	5	3	5	3	1	3	2	0	0	29
5. MOBILITY																			
1.	Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	109	88	44	62	62	58	65	71	80	90	73	77	67	51	65	2	16	1080
2.	Migrant Children with a Last Qualifying Move within Previous 13 - 24 Months (Counting back from the Last Day of the Reporting Period)	2	10	6	14	10	17	12	13	14	14	109	8	4	160		0		159
3.	Migrant Children with a Last Qualifying Move within Previous 25 - 36 Months (Counting back from the Last Day of the Reporting Period)	0	10	9	22	9	11	12	11	16	11	9	12	9	13	160		3	173
4.	Migrant Children with any Qualifying Move within a Regular School Year (Count any Qualifying Move within the Previous 36 Months; counting back from the Last Day of the Reporting Period)	11	23	14	19	24	32	15	29	23	27	21	14	14	5	9	0	2	282

2.3.1.2 Academic Status

Instructions: Table 2.3.1.2 asks for the statewide *unduplicated number* of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count).

Include children who changed grades during the 2004-2005 reporting period in only the higher age/grade cell. In all cases, the Total is the sum of the cells in a row

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
1. HIGH SCHOOL COMPLETION -- (Note: Data on the high school completion <u>rate</u> and school dropout <u>rate</u> has been collected through Part I of the Consolidated State Performance Report.)																		
1. <i>Dropped out of school</i>											0	0	0	0	0	0		0
2. Obtained GED																		
2. ACADEMIC ACHIEVEMENT -- (Note: The results of state assessments in mathematics and reading/language arts are collected in Part I of the Consolidated State Performance Report. However, information on the number of eligible migrant students who participated in the state assessment will be collected below.)																		
Number of Migrant Students Enrolled During State Testing Window (State Assessment - 1. Reading/Language Arts)						3	23	3	2	3	24	0	20	4	0	0		82
Number of Migrant Students Tested in Reading/Language Arts (State Assessment)						0	23	0	0	0	20	0	15	4	0	0		62
Number of Migrant Students Enrolled During State Testing Window (State Assessment - 3. Mathematics)						3	23	3	2	3	24	0	20	4	0	0		82
Number of Migrant Students Tested in Mathematics (State Assessment)						0	23	0	0	0	21	0	15	4	0	0		63

2.3.1.3.1 MEP Participation - Regular School Year

Table 2.3.1.3.1 (on the next page) asks for the statewide, unduplicated number of children who were served by the MEP in the regular school year by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age, or grades during the 2004-2005 reporting period in only the higher age/grade cell. Within each row, count a child only once statewide (*unduplicated count*). In all cases, the total is the sum of the cells in a row.

Participation information is required for children who received instructional or support services funded in whole or in part with MEP funds. *DO NOT count migrant children served through a schoolwide program (SWP) where MEP funds were combined, in any row of this table.*

Count only those children who were actually served; do not count unserved children. Include in this table all children who received a MEP-funded service, even those children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.

Served in a Regular School Year Project. Enter the number of *children who* participated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a "referred" service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services. In row 3, report only the numbers of children served under Sections 1304 (e) (2) - (3). Do not report in row 3 the children served in Sections 1304 (e) (1), children whose eligibility expired during the regular school year.

Instructional Services. For each listed instructional service, enter the number of *children who* participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received any type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

Support Services. For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received any type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (*i.e.*, do not count the number of service interventions per child).

Referred Services. Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds. (Do not count the number of service interventions per child).

2.3.1.3.2 MEP Participation -Summer/Intersession Term

Instructions Table 2.3.1.3.2 (on the next page) asks for the statewide unduplicated number of children who were served by the MEP in a summer or intersession term by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age in only in the higher age cell. Count summer/intersession students in the appropriate grade based on the promotion date definition used in your state. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the Total is the sum of the cells in a row.

Participation information is required for children who received instructional or support services funded in whole or in part with MEP funds.

Count only those children who were actually served; do not count unserved children. Include in this table all children who received a MEP funded service, even children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.

Served in a Summer or Intersession Project. Enter the number of *children who* participated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a "referred" service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services . In row 3, report only the numbers of children served under Sections 1304 (e) (2) - (3). Do not report in row 3 the children served in Sections 1304 (e) (1), children whose eligibility expired during the summer term.

Instructional Services . For each listed instructional service, enter the number of *children who* participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received any type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

Support Services . For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received any type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (*i.e.*, do not count the number of service interventions per child).

Referred Services . Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds (*i.e.*, do not count the number of service interventions per child).

2.3.1.3.2 MEP Participation-Summer/Intersession Term

		Ages														Un-	Out-		
		0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	grad-	of-	Total
		ed	school																
PARTICIPATION-SUMMER TERM OR INTERSESSION																			
1.	Served in MEP Summer or Intersession Project (with an Instructional or Supportive Service Only)	106	104	49	79	69	64	78	77	97	98	85	95	79	65	90	3	19	1257
2.	Priority for Service		95	38	61	62	54	62	72	80	86	73	79	67	49	66	2	13	959
3.	Continuation of Service																		
4.	Any Instructional Service	47	51	23	38	36	37	36	38	53	47	37	42	33	30	38	1	7	595
5.	Reading Instruction	0	22	20	18	29	33	32	32	42	33	31	24	2	3	3	1	1	326
6.	Mathematics Instruction	0	22	20	37	34	35	35	37	48	47	34	33	10	4	9	1	0	406
7.	High School Credit Accrual													10	23	19	28	1	83
8.	Any Support Service	105	103	47	79	69	64	78	77	97	98	85	95	79	64	90	2	15	1247
9.	Counseling Service	0	0	2	1	1	1	1	0	1	10	7	8	8	9	7	14	1	71
10.	Any Referred Service	0	1	0	1	0	1	0	0	0	2	1	3	2	0	0	0	0	11

2.3.1.4 SCHOOL DATA

Table 2.3.1.4 asks for information on the number of schools and number of *eligible* migrant children who were enrolled in those schools.

In the first column of Table 2.3.1.4, enter the number of schools that enroll *eligible* migrant children during the regular school year. Schools include public schools, alternative schools, and private schools (that serve school-age children, i.e., grades K-12). In the second column, enter the number of *eligible* migrant children who were enrolled in these schools. In the second column, since more than one school in a State may enroll the same migrant child, the count of eligible children enrolled will be duplicated statewide

2.3.1.4. STUDENT ENROLLMENT	NUMBER OF SCHOOLS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. Schools Enrolling Migrant Children	a. 73	b. 422
2. Schools in Which MEP Funds are Combined in SWP	a. 0	b. 0

Schools Enrolling Migrant Children, Number of Schools: (73)Includes rural schools served by Project MASTERY

2.3.1.5 MEP Project Data

2.3.1.5.1 Type Of MEP Project

Enter the number of projects that are funded in whole or in part with MEP funds. A MEP project is the entity that receives MEP funds (by a subgrant from the State or through an intermediate entity that receives the subgrant) and provides services directly to the migrant child. DO NOT include *schoolwide* programs in which MEP were combined in any row of this table.

2.3.1.5.1. TYPE OF MEP PROJECT	NUMBER OF MEP PROJECTS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. MEP Projects: Regular School Year (All MEP Services Provided During the School Day Only)	a.	b.
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a.	b.
3. MEP Projects: Summer/Intersession Only	a. 4	b. 1037
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 4	b. 422

2.3.1.5.2 KEY MEP PERSONNEL

For each school term, enter both the actual number and *full-time-equivalent* number of staff that are paid by the MEP. Report both the actual number and FTE number by job classification. For actual numbers, enter the total number of individuals who were employed in the appropriate job classification, regardless of the percentage of time the person was employed. For the FTE number, define how many full-time days constitute one *FTE* for each term in your state. (For example, one regular term FTE may equal 180 full-time (8 hour) work days, one summer term FTE may equal 30 full-time work days, and one *intersession* FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year .) **Use only the percentage of an FTE paid by the MEP in calculating the total FTE numbers to be reported below for each job classification.**

DO NOT include staff employed in *schoolwide* programs where MEP funds are combined with those of other programs.

	NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR (a)	FTE IN REGULAR SCHOOL YEAR 1 FTE = $\frac{180}{\text{Days}}$ (b)	NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION (c)	FTE IN SUMMER-TERM/ INTERSESSION 1 FTE = $\frac{25}{\text{Days}}$ (d)
2.3.1.5.2. KEY MEP PERSONNEL				
1. State Director	1	1	8	8
2. Teachers	4	3	33	30
3. Counselors	0	0	0	0
4. All Paraprofessionals	6	5	30	24
5. "Qualified" Paraprofessionals	6	5	18	18
6. Recruiters	3	2	16	6
7. Records Transfer Staff	1	1	8	5

Regular 1FTE=180Days Summer 1FTE=25* 1.State Director: 1, .70, 8 site directors, 8 2.Teachers: 4, 2.6, 33, 30.3 3.Counselors: 0,0,0,0 4.All Paraprofessionals: 6.0,5.25,30,24.03 5."Qualified" Paraprofessionals:6.0,5.25,18,17.5 6.Recruiters:3,1.6,16**,5.8 7.Records Transfer Staff:1,.50,8,5.4 *Programs run from 20-45 days in the summer, not including staff training held in spring;**includes reinterviewers

2.4 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK (TITLE I, PART D, SUBPARTS 1 AND 2)

2.4.1 General Data Reporting Form - Subpart 1

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 1, N or D Education Program for school year 2004-2005, defined as July 1, 2004, through June 30, 2005.

General Instructions for Title I, Part D, Subpart 1 Tables:

Specific instructions are provided before each table.

For items that request information on the **number of facilities/programs**, report **only** on facilities or programs that received Title I, Part D, Subpart 1 funding during the reporting year.

For items that request information on the **number of students**, report **only** on, neglected or delinquent students who received Title I, Part D, Subpart 1 services during the reporting year.

Instructions: State Agency Title I, Part D, Facilities and Students

Include the aggregate number of facilities/programs and/or students for all State Agencies that received Title I, Part D, Subpart 1 funds.

In the first column, report the number of facilities/programs that received Title I, Part D, Subpart 1 funding. Indicate the total number of facilities/programs by type, including neglected programs, detention facilities, juvenile correction facilities, and adult correction centers.

In the second column, indicate the duplicated number of neglected or delinquent students who were admitted to each type of facility/program. A duplicated count is one that counts students *more than* once if they were admitted to a facility or program multiple times in the reporting year.

In the third column, enter the average length of stay (in days) for students in each type of facility/program. The average should include multiple visits for students who entered a facility or program more than once during the reporting year.

In the fourth column, indicate the unduplicated number of students who were admitted to each type of facility/program. An unduplicated count is one that counts students *only once*, even if they were admitted to a facility or program multiple times within the reporting year.

Note: Throughout Table I, count facilities based on how the facility/program was classified for funding purposes. If a facility served as a multipurpose institution (e.g., a facility that served as both a corrections and a neglected facility) and received funding for both areas, then count the facility under both categories in Table I and enter how many facilities were double-counted in item 3. If a facility was multipurpose, but received Title I, Part D, Subpart 1 funds for only one area, count it only once.

2.4.1.1 State Agency Title I, Part D, Facilities

Facility/Program type	Number of facilities/ programs	Number of N or D students (Duplicated)	Average length of stay (days)	Number of N or D students (Unduplicated)
1. Neglected Programs	0	0	0	0
2. Delinquent (Total)	3	161	NA	136
2.1. Juvenile Detention	0	0	0	0
2.2. Juvenile Corrections	2	139	341	117
2.3. Adult Corrections	1	22	365	19
3. Number of facilities that served more than one purpose: <u> 0 </u>				

2.4.1.2 Student Demographics

Report demographic data on neglected or delinquent students who were served under Title I, Part D, Subpart 1. Report the number of students by race/ethnicity, gender, and age.

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction
All Students			117	19
Race/ethnicity				
American Indian or Native Alaskan			70	9
Asian or Pacific Islander				
Black, non-Hispanic			0	1
Hispanic			2	1
White, non-Hispanic			45	8
Gender				
Male			97	19
Female			20	0
Age				
5-10 years old			0	0
11-15 years old			45	0
16-18 years old			72	19
19 years and older			0	0

Instructions: Academic/Vocational Outcomes

The number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent unduplicated counts of students; report only information on a student's most recent enrollment (e.g. do not double-count a student that earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For Section 1 of this table items 1-3, report the number of neglected programs, juvenile corrections and detention facilities, and adult correction facilities that received Title I, Part D, Subpart 1 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year.

For Section 2.1 of this table, items 1 and 2, enter the number of students who attained the following academic outcomes *during their time in the facility/program*: earned high school course credits and/or were enrolled in a GED program. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.1 of this table, items 3-7, enter the number of students who attained the following academic outcomes *while in a facility/program OR within 30 days after exit*: enrolled in a district school, earned a GED, obtained a high school diploma, were accepted into postsecondary education, and/or enrolled in post-secondary education. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.2 of this table, item 1, enter the number of students who attained the following vocational outcome *during their time in a facility/program*: enrolled in elective job training courses. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.2 of this table, items 2 and 3, enter the number of students who attained the following vocational outcomes *while in a facility/program OR within 30 days after exit*: enrolled in external job training education, and/or obtained employment. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

2.4.1.3 Academic/Vocational Outcomes

1. Facility Academic Offerings	Number of Facilities/Programs		
	Number of Neglected Programs (a)	Number of Juvenile Corrections and/or Detention Facilities (b)	Number of Adult Corrections Facilities (c)
1. Awarded high school course credit(s)		2	
2. Awarded high school diploma(s)		2	
3. Awarded GED(s)			1
2. Academic & Vocational Outcomes	Number of Students		
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in Adult Corrections
1. Academic			
<i>While in the facility, the number of students who...</i>			
1. Earned high school course credits		116	0
2. Were enrolled in a GED program		1	19
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
3. Enrolled in their local district school		8	0
4. Earned a GED		0	1
5. Obtained high school diploma		4	0
6. Were accepted into post-secondary education		0	0
7. Enrolled in post-secondary education		0	0
2. Vocational			
<i>While in the facility, the number of students who...</i>			
1. Enrolled in elective job training courses/programs		3	0
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
2. Enrolled in external job training education		3	1
3. Obtained employment		4	0

Instructions: Academic Performance Tables

Report the number of long-term Title I, Part D, Subpart 1 students in neglected programs, juvenile corrections/detention, or adult corrections who participated in pre- and post-testing in reading and math. Long-term refers to students who were incarcerated for at least 90 consecutive calendar days from July 1, 2004 , to June 30, 2005

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Count each student in only one length of stay category. For each length of stay category, report the data by the following facility or program type: students in neglected programs (**N**), students in juvenile corrections or detention (**JC**), and students in adult corrections (**AC**). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For item 1, enter the number of students who were in placement during the reporting year for either 90-179 days, 180-270 days, or more than 270 days, by type of facility/ program.

For item 2, enter the number of students reported in item 1 who tested below grade level when they entered the facility or program.

For item 3, enter the number of students reported in item 1 who have data available for both the pre and the post test exams.

For items 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to 1/2 grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students reported in item 3 should not appear in more the one of these change categories

2.4.1.4 Academic Performance in Reading

Performance Data (Based on most recent pre/post-test data)	Number of long-term students								
	In placement for 90-179 consecutive calendar days			In placement for 180-270 consecutive calendar days			In placement for more than 270 consecutive calendar days		
	N	JC	AC	N	JC	AC	N	JC	AC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)		21			28			68	19
2. # students from row 1 who tested below grade level upon entry.		18			24			66	19
3. # students from row 1 who took both the pre- and post-test reading exams		1			20			67	19
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams		0			0			0	1
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams		0			6			10	3
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test reading exams		1			10			35	11
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test reading exams		0			3			20	4
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test reading exams		0			1			2	0

2.4.1.5 Academic Performance in Math

Performance Data (Based on most recent pre/post-test data)	Number of long-term students								
	In placement for 90-179 consecutive calendar days			In placement for 180-270 consecutive calendar days			In placement for more than 270 consecutive calendar days		
	N	JC	AC	N	JC	AC	N	JC	AC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)		21			28			68	19
2. # students from row 1 who tested below grade level upon entry.		18			25			61	18
3. # students from row 1 who took both the pre- and post-test math exams		1			20			67	18
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams		0			0			0	1
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams		0			4			12	4
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test math exams		1			9			32	12
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test math exams		0			7			21	1
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test math exams		0			0			2	0

End Subpart 1 Reporting Form

2.4.2 General Data Reporting Form - Subpart 2

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 2, N or D Education Program for school year 2004-2005, **defined as July 1, 2004, through June 30, 2005.**

General Instructions For Title I, Part D, Subpart 2 Tables:

Specific instructions are provided before each table.

For items that request information on the **number of facilities/programs**, report **only** on facilities or programs that received Title I, Part D, Subpart 2 funding during the reporting year.

For items that request information on the **number of students**, report **only** on at-risk, neglected or delinquent students who received Title I, Part D, Subpart 2 services during the reporting year.

At-risk students are reported only in the facility/program and demographic counts. They are **not** reported in the outcome or academic performance tables.

Instructions: Local Education Agency Title I, Part D, Facilities And Students

Include the aggregate number of facilities/programs and/or students for all Local Education Agencies that received Title I, Part D, Subpart 2 funds.

In the first column, report the number of facilities/programs that received Title I, Part D, Subpart 2 funding. Indicate the total number of facilities/programs by type, including at-risk programs, neglected programs, detention facilities, and juvenile correction facilities.

In the second column, indicate the duplicated number of at-risk, neglected, or delinquent students who were admitted to each type of facility/program. A duplicated count is one that counts students more than once if they were admitted to a facility or program multiple times in the reporting year.

In the third column, enter the average length of stay (in days) for students in each type of facility/program. The average should include multiple visits for students who entered a facility or program *more than once* during the reporting year.

In the fourth column, indicate the unduplicated number of students who were admitted to each type of facility/program. An unduplicated count is one that counts students *only once*, even if they were admitted to a facility or program multiple times within the reporting year.

Note: Throughout this table, count facilities based on how the facility/program was classified for funding purposes. If a facility served as a multipurpose institution (e.g., a facility that served as both a corrections and a neglected facility) and received funding for both areas, then count the facility under both categories in Table I and enter how many facilities were double-counted in item 4. If a facility was multipurpose, but received Title I, Part D, Subpart 2 funds for only one area, count it only once.

2.4.2.1 Local Education Agency Title I, Part D, Facilities and Students

Facility/Program type	Number of facilities/ programs	Number of at-risk or N or D Students (Duplicated)	Average length of stay (days)	Number of at-risk or N or D students (Unduplicated)
1. At-Risk Programs	1	38	NA	25
2. Neglected Programs				
3. Delinquent (Total)	2	102	NA	74
4. Juvenile Detention	2	80	328	71
5. Juvenile Corrections				
6. Number of facilities that served more than one purpose: <u> 0 </u>				

Instructions: Student Demographics

Report demographic data on at-risk, neglected or delinquent students who were served under Title I, Part D, Subpart 2. Report the number of students by race/ethnicity, gender, and age.

2.4.2.2 STUDENT DEMOGRAPHICS

	Number in at-risk programs	Number in neglected programs	Number in juvenile detention	Number in juvenile correction
All Students	21		145	
Race/ethnicity				
American Indian or Native Alaskan	11		61	
Asian or Pacific Islander				
Black, non-Hispanic	1		4	
Hispanic	2		4	
<i>White, non-Hispanic</i>	11		76	
Gender				
<i>Male</i>	17		98	
<i>Female</i>	8		47	
Age				
5-10 years old	0		0	
11-15 years old	16		51	
16-18 years old	9		94	
19 years and older	0		0	

Instructions: Academic/Vocational Outcomes

The number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent unduplicated counts of students; report only information on a student's most recent enrollment (e.g. do not double-count a student that earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For Section 1 of this table, items 1-3, report the number of neglected programs, and juvenile corrections and detention facilities that received Title I, Part D, Subpart 2 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year.

For Section 2.1 of this table, items 1 and 2, enter the number of students who attained the following academic outcomes *during their time in the facility/program*: earned high school course credits and/or were enrolled in a GED program. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.1 of this table, items 3-7, enter the number of students who attained the following academic outcomes *while in a facility/program OR within 30 days after exit*: enrolled in a district school, earned a GED, obtained a high school diploma, were accepted into postsecondary education, and/or enrolled in post-secondary education. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.2 of this table, item 1, enter the number of students who attained the following vocational outcome *during their time in a facility/program*: enrolled in elective job training courses. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.2 of this table, items 2 and 3, enter the number of students who attained the following vocational outcomes *while in a facility/program OR within 30 days after exit*: enrolled in external job training education, and/or obtained employment. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

2.4.2.3 Academic/Vocational Outcomes

		Number of Facilities	
		Number of Neglected Programs	Number of Juvenile Corrections and/or Detention Facilities
1. Facility Academic Offerings			
1. Awarded high school course credit(s)			2
2. Awarded high school diploma(s)			1
3. Awarded GED(s)			1
		Number of Students	
		Number in Neglected Programs	Number in Juvenile Corrections and/or Detention
2. Academic & Vocational Outcomes			
1. Academic			
<i>While in the facility, the number of students who...</i>			
1. Earned high school course credits			74
2. Were enrolled in a GED program			96
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
3. Enrolled in their local district school			99
4. Earned a GED			2
5. Obtained high school diploma			2
6. Were accepted into post-secondary education			1
7. Enrolled in post-secondary education			1
2. Vocational			
<i>While in the facility, the number of students who...</i>			
1. Enrolled in elective job training courses/programs			5
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
2. Enrolled in external job training education			4
3. Obtained employment			4

Instructions: Academic Performance Tables

Report the number of long-term Title I, Part D, Subpart 2 students in neglected programs or juvenile corrections/detention who participated in pre- and post-testing in reading and math. Long-term refers to students who were incarcerated for at least 90 consecutive calendar days from July 1, 2004, to June 30, 2005.

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Count each student in only one length of stay category. For each length of stay category, report the data by the following facility or program type: students in neglected programs (**N**) and students in juvenile corrections or detention (**JC**). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For item 1, enter the number of students who were in placement during the reporting year for either 90-179 days, 180-270 days, or more than 270 days, by type of facility/ program.

For item 2, enter the number of students reported in item 1 who tested below grade level when they entered the facility or program.

For item 3, enter the number of students reported in item 1 who have data available for both the pre and the post test exams.

For items 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to 1/2 grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students reported in item 3 should not appear in more the one of these change categories.

2.4.2.4 Academic Performance In Reading

Performance Data (Based on most recent pre/post-test data)	Number of long-term students					
	In placement for 90-179 consecutive calendar days		In placement for 180-270 consecutive calendar days		In placement for more than 270 consecutive calendar days	
	N	JC	N	JC	N	JC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)	69		62		39	
2. # students from row 1 who tested below grade level upon entry.	56		54		33	
3. # students from row 1 who took both the pre- and post-test reading exams	24		47		38	
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams	0		0		0	
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams	8		3		0	
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test reading exams	13		26		30	
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test reading exams	3		14		6	
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test reading exams	0		4		2	

2.4.2.5 Academic Performance In Math

Performance Data (Based on most recent pre/post-test data)	Number of long-term students					
	In placement for 90-179 consecutive calendar days		In placement for 180-270 consecutive calendar days		In placement for more than 270 consecutive calendar days	
	N	JC	N	JC	N	JC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)	69		62		39	
2. # students from row 1 who tested below grade level upon entry.	58		54		34	
3. # students from row 1 who took both the pre- and post-test math exams	24		47		38	
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams	0		0		0	
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams	10		6		5	
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test math exams	13		29		28	
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test math exams	1		11		4	
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test math exams	0		1		1	

END Subpart 2 Reporting Form

2.5 COMPREHENSIVE SCHOOL REFORM (TITLE I, PART F)

2.5.1 Please provide the percentage of Comprehensive School Reform (CSR) schools that have or have had a CSR grant and made AYP in reading/language arts based on data from the 2004-2005 school year. 67.0

2.5.2 Please provide the percentage of CSR schools that have or have had a CSR grant and made AYP in mathematics based on data from the 2004-2005 school year. 56.0

2.5.3 How many schools in the State have or have been awarded a CSR grant since 1998? 30

2.6 ENHANCING EDUCATION THROUGH TECHNOLOGY (TITLE II, PART D)**Funding Year: FY 2003****School Years: 2003-2004 AND 2004-2005****2.6.1 FY 2003 Program Information**

State (Approved) Technology Plan (YES/NO)	Yes <u>X</u> No ___ (circle one)
Year last updated:	<u>2005</u> (year)
Date of State Approval:	<u>12/01/05</u> MM/DD/YY
Web Site Location/URL: <u>httpwww.OPI.mt.gov</u>	

State Program Goals, Objectives and Performance Indicators

Using the format of the table below, describe the State's progress in meeting its EETT performance indicators based on data sources that the State established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement, as submitted in the Consolidated State Application. Indicate which of the three or combination of the three Title II, Part D goals relates to your State goals.

Title II, Part D -- Enhanced Education Through Technology Goals:

1. Improve student academic achievement through the use of technology in elementary schools and secondary schools.
2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.

Provide results for each indicator, as well as an assessment and explanation of progress. For targets with no set targets, provide a descriptive assessment of progress. Please indicate where data are not yet available.

For the purpose of completing the table below, please explain how your State defines the following:

2.6.2.1.1 Curriculum Integration

Curriculum Integration is the use of technology skills (basic tools, communication tools, multimedia tools and research and problem solving tools) to design, develop, present, assess and manage curriculum and instruction in the teaching and learning environment. Proficiency with curriculum integration is defined by the following goal and measurable objective from the Montana Office of Public Instruction technology plan for the Title II, Part D program.

The Montana Office of Public Instruction technology plan for the Title II, Part D program lists the following goals and measurable objectives relevant to curriculum integration:

Goal #1

Integrating Technology into Curriculum and Instruction: All Montana teachers will be effective and efficient integrators of technology into their curriculum and instruction. Measurable Objective 1.1: One hundred percent (100%) of district teachers will rate themselves as a “3” or better as measured by the Teachers’ Technology Use in Teaching and Learning section of the Taking A Good Look at Instructional Technology (TAGLIT) by Spring 2014.

2.6.2.1.2 Technology literacy

Technology Literacy is proficiency with, and the ability to use and apply technology skills (basic tools, communication tools, multimedia tools and research and problem solving tools). Proficiency is defined by the following goals and measurable objectives from the Montana Office of Public Instruction technology plan for the Title II, Part D program. The Montana Office of Public Instruction technology plan for the Title II, Part D program lists the following goal and measurable objective for technology literacy:

Goal #3

Increasing the Ability of Teachers to Teach Utilizing Technology: All Montana teachers and principals will be technologically proficient. Measurable Objective 3.1: One hundred percent (100%) of district teachers will rate themselves as a “3” or better as measured by the Teachers’ Technology Skills section (basic tools, multimedia tools, communication tools, research/problem-solving tools) of the Taking A Good Look at Instructional Technology (TAGLIT) by Spring 2014.

2.6.2.2 Goals, Objectives, Targets

Goals, Objectives, Targets	Narrative
<p>Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)</p>	<p>Goal #3 To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.</p>
<p>Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.</p>	<p>Goal #3 To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.</p>
<p>Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)</p>	<p><u>Measurable Objective 1.1:</u> One hundred percent (100%) of district teachers will rate themselves as a “3” or better as measured by the Teachers’ Technology Use in Teaching and Learning section of the Taking A Good Look at Instructional Technology (TAGLIT) by Spring 2014. <u>Measurable Objective 3.1:</u> One hundred percent (100%) of district teachers will rate themselves as a “3” or better as measured by the Teachers’ Technology Skills section (basic tools, multimedia tools, communication tools, research/problem-solving tools) of the Taking A Good Look at Instructional Technology (TAGLIT) by Spring 2014.</p>
<p>Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)</p>	<p>The objective specific indicator is stated above with each objective.</p>
<p>Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA</p>	<p>Objective 1.1 - Baseline Data 2002-2003 TAGLIT Data June 2003 Surveys completed Elementary Teachers 3187 <u>Middle/High School Teachers 3704</u> Total 6891 Teachers’ Tech Use: Possible Score Range 1 to 4 Basic Tools Section Average 2.1 Communication Tools Section Average 1.8 Multimedia Tools Section Average 1.8 Research/Problem Solving Section Average 2 Objective 3.1 Baseline Data 2002-2003 TAGLIT Data June 2003 Surveys completed Elementary Teachers 3187 <u>Middle/High School Teachers 3704</u> Total 6891 Teachers’ Tech Skills Possible Score Range 1 to 4 Basic Tools Section Average 2.5 Communication Tools Section Average 2.1 Multimedia Tools Section Average 2.6 Research/Problem Solving Section Average 2.5</p>
<p>Target <i>Indicate status of data in 2003-04 school year</i></p>	<p>Objective 1.1 Status data 2003-2004 TAGLIT Data June 2004 Surveys completed Elementary Teachers 4621 <u>Middle/High School Teachers 5313</u> Total 9934 Teachers’ Tech Use: Possible Score Range 1 to 4 Basic Tools Section Average= 2.1 Communication Tools Section Average 1.8 Multimedia Tools Section Average 1.9 Research/Problem Solving Section Average 2.1 Objective 3.1 Status data 2003-2004 TAGLIT Data June 2004 Surveys completed Elementary Teachers 4621 <u>Middle/High School Teachers 5313</u> Total 9934 Teachers’ Tech Skills Possible Score Range 1 to 4 Basic Tools Section Average 2.5 Communication Tools Section Average 2.2 Multimedia Tools Section Average 2.6 Research/Problem Solving Section Average 2.5</p>
<p>Target <i>Indicate status of data in 2004-05 school year.</i></p>	<p>Objective 1.1 - Target 2004-2005 Teachers’ Tech Use: Possible Score Range = 1 to 4 Basic Tools Section Average 2.5 Communication Tools Section Average 2.2 Multimedia Tools Section Average 2.2 Research/Problem Solving Section Average 2.4 Objective 3.1 - Target 2004-2005 Teachers’ Tech Skills: Possible Score Range 1 to 4 Basic Tools Section Average 2.8 Communication Tools Section Average 2.5 Multimedia Tools Section Average 2.9 Research/Problem Solving Section Average 2.8</p> <p>NOTE: TAGLIT data is currently unavailable due to the Gate Foundation discontinuation of support for the TAGLIT Survey. The TAGLIT is now under new ownership and is currently being retooled for public availability. Data availability is expected soon. Objective 1.1 Status data 2004-2005 TAGLIT Data June 2005 Surveys completed: ? Elementary Teachers ? <u>Middle/High School Teachers ? Total ? Teachers’ Tech Use: Possible Score Range 1 to 4 Basic Tools Section Average ? Communication Tools Section Average ? Multimedia Tools Section Average ? Research/Problem Solving Section Average ?</u> Objective 1.1 Status data from Final Program Reports completed by participating districts November 10, 2005. Individual districts were asked if the district TAGLIT data indicated growth on the following items. Sixty three (63) percent of districts selected objective 1.1. Teacher’s Tech Use: Basic Tools 87% reported growth on this measure Communication Tools 79% reported growth on this measure Multimedia Tools 78% reported growth on this measure Research/Problem Solving 66% reported growth on this measure Teacher’s Tech Use Professional Development Districts reported increases in professional development targeted toward the specific skills as a result Title II, Part D funding: Basic Tools 74% reported increased PD in this area Communication Tools 57% reported increased PD in this area Multimedia Tools 68% reported</p>

	<p>increased PD in this area Research/Problem Solving 48% reported increased PD in this area Objective 3.1 - Status data 2004-2005 TAGLIT Data June 2005 Surveys completed: Elementary Teachers? Middle/High School Teachers? Total ? Teachers' Tech Skills: Possible Score Range 1 to 4 Basic Tools Section Average ? Communication Tools Section Average ? Multimedia Tools Section Average ? Research/Problem Solving Section Average ? Objective 3.1 Status data from Final Program Reports completed by participating districts November 10, 2005. Individual districts were asked if the district TAGLIT data indicated growth on the following items. Twenty six (26) percent of districts selected objective 3.1. Teacher's Tech Skills: Basic Tools 86% reported growth on this measure Communication Tools 75% reported growth on this measure Multimedia Tools 72% reported growth on this measure Research/Problem Solving 64% reported growth on this measure Teacher's Tech Use Professional Development Districts reported increases in professional development targeted toward the specific skills as a result Title II, Part D funding: Basic Tools 72% reported increased PD in this area Communication Tools 58% reported increased PD in this area Multimedia Tools 75% reported increased PD in this area Research/Problem Solving 44% reported increased PD in this area</p>
<p>Target <i>Target for 2005-06 school year</i></p>	<p>Objective 1.1 Target 2005-2006 Teachers' Tech Use: Possible Score Range 1 to 4 Basic Tools Section Average 2.6 Communication Tools Section Average 2.4 Multimedia Tools Section Average 2.4 Research/Problem Solving Section Average 2.5 Objective 3.1 - Target 2005-2006 Teachers' Tech Skills: Possible Score Range 1 to 4 Basic Tools Section Average 2.9 Communication Tools Section Average 2.6 Multimedia Tools Section Average 3.0 Research/Problem Solving Section Average 2.9</p>
<p>Target <i>Target for 2006-07 school year.</i></p>	<p>Objective 1.1 Target 2006-2007 Teachers' Tech Use: Possible Score Range 1 to 4 Basic Tools Section Average 2.8 Communication Tools Section Average 2.6 Multimedia Tools Section Average 2.6 Research/Problem Solving Section Average 2.7 Objective 3.1 Target 2006-2007 Teachers' Tech Skills: Possible Score Range 1 to 4 Basic Tools Section Average 3.1 Communication Tools Section Average 2.8 Multimedia Tools Section Average 3.1 Research/Problem Solving Section Average 3.1</p>
<p>Target <i>Target for 2007-08 school</i></p>	<p>Objective 1.1 Target 2007-2008 Teachers' Tech Use: Possible Score Range 1 to 4 Basic Tools Section Average 3.0 Communication Tools Section Average 2.8 Multimedia Tools Section Average 2.8 Research/Problem Solving Section Average 2.9 Objective 3.1 Target 2007-2008 Teachers' Tech Skills: Possible Score Range 1 to 4 Basic Tools Section Average 3.2 Communication Tools Section Average 3.0 Multimedia Tools Section Average 3.3 Research/Problem Solving Section Average 3.2</p>
<p>Assessment of Progress <i>Status of progress on indicator</i></p> <p>(1) Target met (2) Target not met</p>	<p>Objective 1.1 2004-2005 Status Unknown Objective 3.1 2004-2005 Status Unknown NOTE: TAGLIT data is currently unavailable due to the Gate Foundation discontinuation of support for the TAGLIT Survey. The TAGLIT is now under new ownership and is currently being retooled for public availability. Data availability is expected soon. As such, it is not possible to determine if the targets have been met.</p>
<p>Measurement tool(s) used to assess progress of indicators.</p>	<p>TAGLIT - Taking a Good Look at Instructional Technology</p>

If for any reason you have modified or added Goal(s), objectives, indicators, and/or targets since submitting the State Consolidated Application, please indicate in the chart below.

Original Goal(s), objectives, indicators, and/or targets (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Modification or Additions

2.7 SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT (TITLE IV, PART A)

2.7.1 Performance Measures

Instructions: In the following chart, please identify:

- o Each of your State indicators as submitted in the June 2002 Consolidated State Application;
- o The instrument or data source used to measure the indicator;
- o The frequency with which the data are collected (annually, semi-annually, biennially) and year of the most recent collection;
- o The baseline data and year the baseline was established; and
- o Targets for the years in which your State has established targets.

2.7.1 Performance Measures

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
1. Percent of students that carried a weapon on school property during the past 30 days.	YRBS	Frequency: <u>Frequency: Biennial</u> Year of most recent collection: <u>2005</u> Year of most recent collection: _____	2003-2004 <u>n/a</u> 2004-2005 <u>Baseline</u> 2001-2002: <u>High</u> School: <u>8.7 Grades 7-8: 5.9</u> 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 <u>n/a</u> 2004-2005 <u>High</u> School: <u>10.2 Grades 7-8: 5.5</u> Baseline: _____ Year established: _____
2. Percent of students that were in a physical fight on school property during the past 12 months.	YRBS	Frequency: <u>Frequency: Biennial</u> Year of most recent collection: <u>2005</u> Year of most recent collection: _____	2003-2004 <u>n/a</u> 2004-2005 <u>High</u> School: <u>12.2 Grades 7-8: 21.</u> 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 <u>n/a</u> 2004-2005 <u>High</u> School: <u>10.9 Grades 7-8: 20.9</u> Baseline: _____ Year established: _____
3. Percent of students that were offered, sold, or given an illegal drug on school property during the past 12 months.	YRBS	Frequency: <u>Frequency: Biennial</u> Year of most recent collection: <u>2005</u> Year of most recent collection: _____	2003-2004 <u>n/a</u> 2004-2005 <u>High</u> School: <u>29.5 Grades 7-8: 17.0</u> 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 <u>n/a</u> 2004-2005 <u>High</u> School: <u>25.3 Grades 7-8: 13.8</u> Baseline: _____ Year established: _____
4. Number of persistently dangerous schools.	School Discipline Report	Frequency: <u>Annual: 2004</u> Year of most recent collection: _____	2003-2004 <u>0</u> 2004-2005 <u>0</u> 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 <u>0</u> 2004-2005 <u>0</u> Baseline: _____ Year established: _____

2.7.2 Suspension and Expulsion Data

Instructions: In the following charts, indicate the number of out-of-school suspensions and expulsions for elementary, middle, and high school students for each of the underlined incidents.

Please also provide the State's definition of an elementary, middle, and high school, as well as the State's definition of each of the incidents underlined below.

(If your State does not collect data in the same format as requested by this form, the State may provide data from a similar question, provided the State includes a footnote explaining the differences between the data requested and the data the State is able to supply.)

School Type	State Definition
Elementary School	Grades K-6 or K-8 where schools are combined
Middle School	Grades 6, 7 and 8; or Grades 7 & 8
High School	Grades 9-12

2.7.2.2 The number of out-of-school suspensions and expulsions for physical fighting.

State definition of physical fighting: __

. Code 1300 – Aggravated Assault (Battery): Touching or striking of another person against his or her will or intentionally causing bodily harm to an individual. This category should be used when the attack is serious enough to warrant calling the police or security or when serious bodily harm occurs. Examples: Striking that causes bleeding, broken nose; kicking while a student is down.

. Code 1700 – Fighting (Mutual Altercation): Mutual participation in an incident involving physical violence where there is no major injury.

. Code 2500 - Physical Altercation, Minor: Confrontation, tussle, or physical aggression that does not result in injury. Offenses could include pushing or shoving.

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SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	767	117
Middle	922	92
High School	986	82

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	5	5
Middle	7	6
High School	7	6

2.7.2.3 The number of out-of-school suspensions and expulsions for weapons possession

State definition of weapons:

- . **Code 11 – Handgun:** The weapon involved was a handgun or pistol. Must result in an expulsion hearing before the Board of Trustees.
- . **Code 12 – Shotgun/Rifle:** The weapon involved was a shotgun or rifle. Must result in an expulsion hearing before the Board of Trustees.
- . **Code 13 – Other Firearms:** The weapon involved was another type of firearm not named above, including zip guns, starter guns, and flare guns. As defined by the Gun-Free Schools Act, other firearms include:
 - o Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive;
 - o The frame or receiver of any weapon described above;
 - o Any firearm muffler or firearm silencer; and o Any destructive device, which includes:
 - Any explosive, incendiary (e.g., bomb, grenade), or poison gas;
 - Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and
 - Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. Must result in an expulsion hearing before the Board of Trustees.
- . **Code 20 – Knife, Blade 2.5" or Greater:** The weapon involved was a knife with a blade of at least 2.5 inches in length or greater than 2.5 inches in length.
- . **Code 96 – Dangerous Weapon:** A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such a term does not include a pocket knife with a blade of less than 2 ½ inches in length. If the weapon involved was a knife with a blade of 2 ½ inches in length or greater, it must be reported under the Knife code above.
- . **Code 97 – Other Weapons:** The incident involved a weapon other than those described above.

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SUSPENSIONS	Number for 2004-2005	
	school year	Number of LEAs reporting
Elementary	60	43
Middle	66	32
High School	95	39

EXPULSIONS	Number for 2004-2005	
	school year	Number of LEAs reporting
Elementary	5	4
Middle	11	9
High School	10	9

2.7.2.4 The number of alcohol-related out-of-school suspensions and expulsions.

State definition of alcohol-related: **Code 1000** – Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.

SUSPENSIONS	Number for 2004-2005 school year		Number of LEAs reporting
Elementary	9		6
Middle	57		20
High School	300		58

EXPULSIONS	Number for 2004-2005 school year		Number of LEAs reporting
Elementary	1		1
Middle	0		0
High School	4		4

2.7.2.5 The number of illicit drug-related out-of-school suspensions and expulsions.

State definition of illicit-drug related: Code 1600 – Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug (e.g., Demerol, morphine) or narcotic substance.

SUSPENSIONS	Number for 2004-2005 school year		Number of LEAs reporting
Elementary	18		8
Middle	122		34
High School	419		56

EXPULSIONS	Number for 2004-2005 school year		Number of LEAs reporting
Elementary	2		2
Middle	4		3
High School	13		9

2.7.3 Parent Involvement

Instructions: Section 4116 of ESEA requires that each State provide information pertaining to the State's efforts to inform parents of and include parents in drug and violence prevention efforts. Please describe your State's efforts to include parents in these activities.

One hundred percent of Montana schools that apply for Title IV-A funds have certified and assured that parents and community members are consulted and offered the opportunity to provide input into the planning and implementation of drug and violence prevention programs administered through the local schools.

2.8 INNOVATIVE PROGRAMS(TITLE V, PART A)

2.8.1 Please describe **major** results to date of State-level Title V, Part A funded activities to improve student achievement and the quality of education for students. Please use quantitative data if available (e.g., increases in the number of highly qualified teachers).

1. Montana Reads! (State Reading Initiative)
Increase the teaching abilities of 350 teachers
2. School Improvement Planning
Increase quality education for students in all 452 districts
3. School Improvement Effectiveness Reporting
Increase quality education in all 452 districts
4. Summer Institutes for Teachers
Increase the teaching abilities of 350 teachers
5. Professional Development for Teachers in Reading/Language Arts
Increase the teaching abilities of 300 teachers
6. Assist 25 educators and districts with reading materials, information about development of reading programs, and information about standards and assessment
7. Summer reading activities and incentives for Montana students.
8. Read Well Be Well and Food for the Mind reading materials and programs for approximately 1,500 students.
9. Provide information to all of Montana's K-12 teachers on research-based instructional programs.

2.8.2 The table below requests data on student achievement outcomes of **Title V, Part A - funded** LEAs that use **20%** or more of Title V, Part A funds and funds transferred from other programs for **strategic priorities including: (1)** student achievement in reading and math, **(2)** teacher quality, **(3)** safe and drug free schools, **(4)** access for all students to a quality education. Complete the table below using aggregated data from all LEA evaluations of school year 2004-2005 activities funded in whole or in part from Title V, Part A - Innovative Programs funds.

Priority Activity/Area [1]	Number of LEAs that used 20% or more Title V, Part A, including funds transferred into Title V, Part A (see Note) for:	Number of these LEAs that met AYP	Total Number of Students Served
Area 1: Student Achievement in Reading and Math	199	182	79882
Area 2: Teacher Quality	113	107	44860
Area 3: Safe and Drug Free Schools	3	3	729
Area 4: Increase Access for all Students	18	17	2318
Note: Funds from REAP and Local Flex (Section 6152) that are used for Title V, Part A purposes and funds transferred into Title V, Part A under the transferability option under section 6132(b).			

2.8.3 Indicate the number of Title V, Part A funded LEAs that did not use, in school year 2004-2005, 20% or more of Title V, Part A funds including funds transferred from other programs into Title V, Part A, for any of the priority activities/areas listed in the table under B above. 67

2.8.4 Indicate the number of LEAs shown in B.1 that met AYP in school year 2004-2005. 64

2.8.5 Indicate the percentage of Title V funds, including funds transferred from other programs into Title V that LEAs used for the four strategic priorities. 88.0

[1] In completing this table, States should include activities described in Section 5131 of the ESEA as follows: Area 1 (activities 3, 9,12,16,19,20,22,26,27), Area 2 (activity 1,2), Area 3 (activity 14,25), Area 4 (activities 4,5,7,8,15,17)

2.8.6 Indicate the percentage of LEAs that completed needs assessments that the State determined to be meaningful and credible. ____

2.8.5: 88% of schools used all their funds for the four strategic priorities. Of the remaining 12%, only 5 schools (1.5% of the total) used more than 20% of their Title V funds for programs other than the four strategic priorities. 2.8.6: unknown. The Montana Office of Public Instruction does not have enough staff to evaluate the needs assessments of all of our 450 districts.

2.8.7 Describe how decisions were made regarding the local uses of funds.

LEAs assemble a committee composed of teachers, principals, pupil services personnel, parents and community members. This committee studies the district student achievement data and identifies needs. The committee then recommends how Title V-A funds are to be spent to address student achievement needs.

Because Title V-A allocations are too small to make a difference alone, Title V-A is used in conjunction with other grant funds and district funds to address district needs.

2.9 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP) (TITLE VI, PART B)**2.9.1 Small Rural School Achievement Program (Title VI, Part B, Subpart 1)**

Please indicate the number of eligible LEAs that notified the State of the LEA's intention to use the Alternative Uses of Funding authority under section 6211 during the 2004-2005 school year. 242

2.9.2 Rural and Low-Income School Program (Title VI, Part B, Subpart 2)

2.9.2.1 LEAs that receive Rural and Low-Income School (RLIS) Program grants may use these funds for any of the purposes listed in the following table. Please indicate in the table the total number of eligible LEAs that used funds for each of the listed purposes during the 2004-2005 school year.

Purpose	Number of LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	1
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	3
Educational technology, including software and hardware as described in Title II, Part D	2
Parental involvement activities	2
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	2
Activities authorized under Title I, Part A	5
Activities authorized under Title III (Language instruction for LEP and immigrant students)	0

- 2.9.2.2** Describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.
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2.10 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE VI, PART A, SUBPART 2)**2.10.1 State Transferability of Funds**

Did the State transfer funds under the State Transferability authority of section 6123(a) during the 2004-2005 school year? No

2.10.2 Local Educational Agency Transferability of Funds

2.10.2.1 Please indicate the total number of LEAs that notified the State that they were transferring funds under the LEA Transferability authority of section 6123(b) during the 2004-2005 school year. 21

2.10.2.2 In the charts below, please indicate below the total number of LEAs that transferred funds TO and FROM each eligible program and the total amount of funds transferred TO and FROM each eligible program.

Program	Total Number of LEAs transferring funds <u>TO</u> eligible program	Total amount of funds transferred <u>TO</u> eligible program
Improving Teacher Quality State Grants (section 2121)	7	65595
Educational Technology State Grants (section 2412(a)(2)(A))	2	15609
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	0	0
State Grants for Innovative Programs (section 5112(a))	5	181985
Title I, Part A, Improving Basic Programs Operated by LEAs	24	192057

Program	Total Number of LEAs transferring funds <u>FROM</u> eligible program	Total amount of funds transferred <u>FROM</u> eligible program
Improving Teacher Quality State Grants (section 2121)	10	295671
Educational Technology State Grants (section 2412(a)(2)(A))	12	102455
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	6	24759
State Grants for Innovative Programs (section 5112(a))	7	16436

The Department plans to obtain information on the use of funds under both the State and LEA Transferability Authority through evaluation studies.

2.11 21ST CENTURY COMMUNITY LEARNING CENTERS(TITLE IV, PART B)

Performance data needed for this program will be available from another source. The Department will implement a national evaluation and data reporting system to provide essential data needed to measure program performance. States will be notified and are requested to participate in these activities once they are implemented.